

# Pottsgrove School District Continuous Innovation Plan

## GOALS, STRATEGIES & ACTION STEPS 2015 - 2016

<b>SCHOOL: Pottsgrove Middle School</b>	
<b>Principal: Dave Ramage, Ph.D.</b>	
	<b>DATE: November 20, 2015</b>

### TEAM MEMBERS

School Improvement Team:	Position/Role:
Currently Unfilled	Department Coordinator: Special Education
Chris Becker	Assistant Principal
Rose Bilinski	Instructional Coach
Chip Deveney	Department Coordinator: Social Studies
Jeff Devlin	Department Coordinator: Science
Kelly Dunne	Science Grade 7
Marilyn Eaton	Department Coordinator: Encore
Autumn Kelly	Department Coordinator: Math
Cristina Kleinfelter	School Counselor
Dave Ramage	Principal
Janet Schreiber	Math & Science Grade 6
Susan Smith	Department Coordinator: English Language Arts
Jodi Sproule	Math Grade 6, Team Leader

*Systemic Challenges* relate to systems within a school that have been identified by the School Improvement Team as areas that, if strengthened, will have the greatest impact academic growth. *Systemic Challenges* are translated into yearly **GOALS** and incorporated into the School Improvement Plan. Research-based **STRATEGIES** are then selected by the School Improvement Team as means to reach the yearly **GOALS**. Finally, **ACTION STEPS** are the sequential milestones needed to effectively reach the yearly **GOAL**.

Systemic Challenges	GOAL
Establish a system within the school that fully ensures the <u>consistent implementation of standards-aligned curricula across all classrooms for all students.</u>	1
Establish a system within the school that fully ensures the <u>consistent implementation of effective instructional practices across all classrooms.</u>	2
Establish a system within the school that fully <u>ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</u>	3

## Goals 1 & 2:

Goal
Establish a system within the school that fully ensures the <b><u>consistent implementation of standards-aligned curricula across all classrooms for all students.</u></b>

Goal
Establish a system within the school that fully ensures the <b><u>consistent implementation of effective instructional practices across all classrooms.</u></b>

Strategies and Action Steps for Goals 1 & 2		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
<b>Strategy 1:</b>	Continue modification of units of study to reflect technology integration strategies using the DiLE rubric, and Apple Distinguished Schools criteria.	<ul style="list-style-type: none"> <li>Monitoring units of study</li> <li>Completed walkthroughs</li> <li>Completed online form for Apple Distinguished Schools</li> </ul>	<ul style="list-style-type: none"> <li>80% of teachers will perform at the Augmented, Modification, or Redefinition levels of SAMR model as measured by the DiLE Rubric to create new opportunities for teaching and learning.</li> <li>100% of teachers will have a Schoology presence including course materials and a system to provide students with rapid, actionable feedback.</li> </ul>
Action Steps:			
<ol style="list-style-type: none"> <li>1. Identify a baseline measure from the DiLE rubric gathered through walkthroughs and unit plans reviews in the 2014-15 school year.</li> <li>2. Share rubric and baseline data with teacher leadership team.</li> <li>3. In consultation with team select an area of focus for 2015-16 from the rubric.</li> <li>4. Share work with teachers and gather teacher self-assessments on that area of focus.</li> <li>5. Commence walkthrough and unit plan collection focused on the selected area from the rubric.</li> <li>6. Look for patterns and trends through the data stored in OASYS on line assessment system.</li> <li>7. Initiate teacher conversation on self-reflection and data collected.</li> <li>8. Assure that all teachers have had sufficient professional development on the use of Schoology in order to provide a virtual classroom environment for all students at the middle school.</li> <li>9. Develop online form to monitor areas of the Apple Distinguished School rubric.</li> <li>10. Provide staff development on the Apple Distinguished Schools framework and criteria.</li> </ol>			

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<b>Strategy 2:</b>	Continue professional development and increase the number of teachers at levels 2 and 3 on the Apple professional development foundation workshops.	<ul style="list-style-type: none"> <li>Administration of surveys</li> <li>Log of PD</li> </ul>	<ul style="list-style-type: none"> <li>50% of teachers will reach level 2 (readiness for curricular integration) as measured by the Apple Professional Development Survey (APD)</li> <li>Benchmark -November survey administration</li> <li>Summative -May survey administration</li> </ul>
<b>Action Steps:</b>			
<ol style="list-style-type: none"> <li>Administer APD survey in November.</li> <li>Analyze data with teacher leadership team, Apple Coach, instructional coaches and directors of education and technology.</li> <li>Adjust professional development to address needs and strengths.</li> <li>Administer APD survey again in May.</li> </ol>			

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<b>Strategy 3:</b>	Determine the effectiveness of our current 6-8 mathematics programming.	<ul style="list-style-type: none"> <li>Program Quality Review document</li> <li>Curriculum renewal process documented.</li> <li>PLC collaboration logs.</li> <li>Review CT data and curriculum checklists.</li> <li>Observations and walkthroughs.</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark- Establish baselines using Cognitive Tutor and Carnegie Math Checklist and establish a growth measure.</li> <li>Benchmark- Establish baseline data utilizing CDT assessment for all grades.</li> <li>Benchmark- Establish and monitor short-term adjustments to curriculum alignments via collaboration logs demonstrating growth from baseline to final assessment per unit.</li> </ul>
<b>Action Steps:</b>			

1. Examine course grades to determine student success as compared to PSSA and Keystone exams to determine the effectiveness of the core program and identify appropriate interventions.
2. Examine PVAAS growth and compare to PSSA achievement data.
3. Monitor use of Cognitive Tutor measured against recommend uses and implement revisions.
4. Use available data to revise pacing calendars and target standards.
5. Continued use of Carnegie and Connected Math coaches to focus upon best practice in mathematics instruction.

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<b>Strategy 4:</b>	Learn and implement identified literacy strategies in social studies courses.	<ul style="list-style-type: none"> <li>• Professional development log</li> <li>• Units of study documentation</li> <li>• Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and evaluate social studies teachers to gauge current uses of literacy strategies through patterns and trends in OASYS.</li> <li>• Establish a baseline utilizing OASYS walkthrough data and identify a growth target.</li> </ul>
<b>Action Steps:</b>			
<ol style="list-style-type: none"> <li>1. Observe and evaluate social studies teachers to gauge current uses of literacy strategies through patterns and trends in OASYS.</li> <li>2. Engage in professional development with Penn Literacy Network to learn literacy strategies.</li> <li>3. Embed literacy strategies into social studies units of study.</li> <li>4. Provide targeted coaching with Reading Apprenticeship.</li> <li>5. Develop specific writing expectations for each core discipline.</li> <li>6. Professional development for Text Dependent Analysis format.</li> </ol>			

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<b>Strategy 5:</b>	Refine professional learning communities that use data to inform instruction and identify interventions/enrichment for students.	<ul style="list-style-type: none"> <li>• PLC collaboration logs.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a baseline utilizing the Innovation Configuration Map Rubric. Identify a growth measure.</li> </ul>
<b>Action Steps:</b>			
<ol style="list-style-type: none"> <li>1. Share expectations for district PLCs during building leadership team meeting.</li> <li>2. Evaluate current PLCs through PLC Innovation Configuration rubric.</li> <li>3. Provide data analysis with instructional coaches during PLCs.</li> </ol>			

### Goal 3:

Goal
Establish a district system that fully ensures <b><u>students who are academically at-risk are identified early and are supported by a process that provides interventions based upon students needs and includes procedures for monitoring effectiveness.</u></b>

Strategies and Action Steps for Goal 3		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 1:	Implement an intervention program (including 9 <sup>th</sup> period and after school tutoring) and monitor the effectiveness of each.	<ul style="list-style-type: none"> <li>• Logs of attendance</li> <li>• Collected data</li> </ul>	<ul style="list-style-type: none"> <li>• Collect data and monitor reduction in course failures and PSSA/Keystone performance (e.g. utilize MAP or CDT data and set a growth target).</li> </ul>
Action Steps:			
<u>Intervention</u> <ol style="list-style-type: none"> <li>1. Develop intervention framework to be utilized within the 9<sup>th</sup> period.</li> <li>2. Provide afterschool tutoring for identified students and develop a monitoring plan to determine effectiveness.</li> <li>3. Analyze classroom assessment data for evidence of improvement after retesting.</li> </ol>			

Strategies and Action Steps for Goal 3		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 2:	Develop an integrated SWPBIS K-12 model for Multi-Tiered Intervention Support System (MTSS)	<ul style="list-style-type: none"> <li>• Logs of attendance at meetings and training sessions</li> <li>• Summary report of building based plan</li> <li>• Minor Incident Report online form</li> <li>• Teacher Managed vs Office Managed TChart</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain a baseline score for the building based on the Benchmarks of Quality to assess fidelity of Tier I implementation (spring 2016).</li> <li>• SWPBIS items in place based on the Self Assessment Survey will be summarized to determine the items that are in place, partially in place or not</li> </ul>

			in place at all along with the number of participants <ul style="list-style-type: none"> <li>• Collect baseline data on the Tiered Fidelity Inventory.</li> <li>• Reduction in discipline referrals by 10%</li> <li>• Use of MIR online by 20% of building staff</li> </ul>
<b>Action Steps:</b>			
<ul style="list-style-type: none"> <li>• Attend Tier I, Tier II and Tier III trainings and technical assistance by PaTTAn and MCIU.</li> <li>• Review 2015 SAS data to identify targets for improvement.</li> <li>• Establish discipline data monitoring system (e.g. compare the frequency of monthly office discipline and in-school suspension and suspension rates for the building).</li> <li>• Develop/Implement Tier I and Tier II Action Plan (includes Unity Day activities, grade level/team behavior plans, social/emotional tool kit, resiliency use in classrooms etc).</li> <li>• Expand establishment of Check-in and Check-out system for at-risk students.</li> <li>• Administer and analyze the Self Assessment Survey and Benchmarks of Quality.</li> <li>• Administer and analyze the Tiered Fidelity Inventory (TFI) (formally referred to as Benchmarks for Advanced Tiers) to determine the extent of the Tier II and Tier III implementation.</li> <li>• Explore Performance Tracker interventions. Populate the interventions for each tier so teams can track the success of interventions.</li> </ul>			